

# Comprehensive Autism Planning System (CAPS)

Child/Student: \_\_\_\_\_

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication/ Social Skills	Data Collection	Generalization Plan

## Modified CAPS (Comprehensive Autism Planning System) Example for Eating Disorder Treatment Center

Time	Activity	Target skills to teach	Structure/modification	Reinforcement	Sensory strategy	Social Skills/communication	Data
8:05	Meal prep	<ul style="list-style-type: none"> <li>-Select appropriate Brkfst foods &amp; amounts according to ITP</li> <li>-Prep in ≤10 min</li> <li>-Use appropriate dinnerware (defined in ITP plan)</li> </ul>	<ul style="list-style-type: none"> <li>-Allow to prep before other patients &amp; staff</li> <li>-Give 2min visual cue before times is up</li> <li>-Visual keychain list of dinnerware for meal &amp; food types</li> </ul>	<ul style="list-style-type: none"> <li>- More privileges with less ED behaviors</li> <li>-Feeling of accomplishment</li> </ul>	<ul style="list-style-type: none"> <li>-10 min sensory routine prior to meal prep</li> <li>-NC headphones</li> <li>-ITP allows use of additional plate</li> <li>-Divided plate with specified foods</li> <li>-Dishwasher will be off</li> </ul>	<ul style="list-style-type: none"> <li>-CC</li> <li>-Limit verbal instruction</li> <li>-Use visual cue card to redirect behavior</li> </ul>	<ul style="list-style-type: none"> <li>-Meal behavior chart &amp; checklist</li> <li>-Staff notes</li> </ul>
8:30-9:00	Brkfst	<ul style="list-style-type: none"> <li>-Eat 100% (≥75% time WNL and ≤25% time WDL 10 min)</li> <li>-Communicate with staff if need to get up</li> <li>-Socializing with peers</li> <li>-No cutting food beyond what's in ITP</li> </ul>	<ul style="list-style-type: none"> <li>-Extra time to eat</li> <li>-Notify a day ahead of time if seat change</li> <li>-Visual tool under placemat <math>\bar{c}</math> foods ok to cut and their sizes</li> </ul>	<ul style="list-style-type: none"> <li>- No supervision during free time</li> <li>-Positive social experiences</li> <li>-Recognition</li> <li>-Feeling of accomplishment</li> </ul>	<ul style="list-style-type: none"> <li>-NC headphones</li> <li>-Light up ball fidget</li> <li>- Seat facing away from kitchen</li> <li>-Allowed to use divided plate with specified foods</li> <li>-Sensory coping cards</li> </ul>	<ul style="list-style-type: none"> <li>-CC</li> <li>-Emotion intensity chart under placemat</li> <li>-conversation cards on table</li> <li>-Ask direct questions to help engage</li> </ul>	<ul style="list-style-type: none"> <li>-Intake chart</li> <li>-Meal behavior chart &amp; checklist</li> <li>-Staff notes</li> </ul>
9:45-10:45	CBT Group	<ul style="list-style-type: none"> <li>-Use CBT skills to identify cognitive distortions</li> <li>-Arrive on time with needed materials</li> <li>-Bring completed assignments to group</li> <li>-Group participation</li> </ul>	<ul style="list-style-type: none"> <li>-CBT worksheets</li> <li>-Staff assist with assignments as needed</li> <li>-List of needed group materials on locker</li> <li>-Cue patient 5 minutes prior to group</li> </ul>	<ul style="list-style-type: none"> <li>-More privileges with less ED behaviors</li> <li>-Positive social experiences</li> </ul>	<ul style="list-style-type: none"> <li>-10 minute sensory routine prior to group</li> <li>-Can sit on ground or rocking chair</li> <li>-Theraputty &amp; approved fidgets</li> <li>-Allowed to work on visual book while listening</li> <li>-Sensory coping cards</li> </ul>	<ul style="list-style-type: none"> <li>-CC</li> <li>-Allow extra time to answer questions</li> <li>-Ask direct questions</li> </ul>	<ul style="list-style-type: none"> <li>-CBT skill sheets</li> <li>-Staff notes</li> <li>-ED behavior charts</li> </ul>

**\*Abbreviations**

-Brkfst=breakfast    -ITP= individualized treatment plan    -NC headphones=noise cancelation headphones    -WNL/WDL= within normal/determined limits    -CC=communication cards

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